

Tom Horne, Superintendent of Public Instruction

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

14919 S. Gilbert Road, Gilbert, AZ 85296

West Gilbert Charter Elementary School, Inc.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Highly Performing

2004-05 Excelling

2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator: Mrs. Linda K. Horner Schedule: 07:30 AM to 04:00 PM

Grades: Pre-K-5

Web Address: webs.learningstation.com/westgilbert/

Phone Number: (480) 855-2700 Fax Number: (480) 855-2701

E-mail: Ihorner-wges@imagineschools.com

Mission

We want all children to be life long learners. Our students are engaged in a standards-based curriculum which promotes learning for leadership, academic growth, ability to construct knowledge, and individual responsibility in a caring environment.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met

2004-05 Met

2003-04 Met

School Improvement Status (b)

2005-06 Warning Year

2004-05 N/A

2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- **Ü** West Gilbert students participate in pre and post testing (fall and spring). This sets a baseline that will show growth in the areas of math and reading.
- Ü A weekly average attendance rate of 97 percent is expected of all students.
- Ü Students will increase their scores in math by 5% on the Spring Terra Nova/AIMS assessment.

Enrollment

October 1, 2005 School Year Student Enrollment: 508

Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes Number of Students Attending Under Open Enrollment in 2005-06 : 552

Instructional Programs Units Units

Ü Art & Music

Ü Technology

Ü Physical Education

Calendar Information

Number of Instruction Days: 185

Average Daily Instruction Time: 7 hours 0 minutes

First Day of School : 8/10/2005 Last Day of School : 6/7/2006

Shared Responsibilities

School

Imagine Charter Elementary School at West Gilbert encourages parents to become an integral part of the learning Community. Family Nights are held four times a year. Weekly newsletters are sent by teachers that announce weekly plans. Monthly newsletters are sent to all parents by the school principal. The newsletter can also be found on our website. There are two parent-teacher conferences scheduled each year, however, parents are invited to meet and communicate with teachers at any time.

Parents

Parents will guide their children in being prepared each and every day for learning, being at school on time each day, wearing the school uniform and developing a true love for learning.

Transportation Policy

A bus provides transportation to 67 students and parent provides am/pm transportation for their children. We have a network neighborhood program (car pooling) set up to assist our families. The bus route was determined by a radius of at least three miles from the school.

School Honors	
Awards or Special Recognition Received By the	ne School, Staff or Students
Award/Honor	Year
Ü Principal's List	2004
Ü Honor Role	2002
ü NCA Accreditation	2005
Ü Excelling School- AYP	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 3

3rd Grade

Mathematics	#	# Teste	ed	%	Test	ed		MSS		%	6 FFB			% A		9	6 Met	t	% Ex	xcee	ded
matromatios	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ
All Students	23	23	80010	32	32	99	444	444	447	9	9	10	17	17	18	61	61	53	13	13	18
All Students (Prior Year)																					
Female	10	10	38935	32	32	99	ÑΑ	NA	447	NA	NA	9	ΝĀ	NA	19	NA	NA	55	ÑΑ	NA	17
Male	12	12	40974	29	29	98	445	445	448	17	17	11	ΝĀ	NA	18	67	67	52	17	17	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	NC	NC	34545	NC	NC	99	NC	NC	432	NC	NC	14	NC	NC	24	NC	NC	53	NC	NC	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	10	10	35142	24	24	99	NA	NA	465	NA	NA	5	NA	NA	11	NA	NA	56	ΝĀ	NA	28
Students with Disabilities			10161			93			419			28			28			36			8
Students without Disabilities	23	23	69849	35	35	100	444	444	451	9	9	7	17	17	17	61	61	56	13	13	19
Limited English Proficient Students	NC	NC	14013	NC	NC	97	NC	NC	413	NC	NC	24	NC	NC	34	NC	NC	39	NC	NC	3
Migrant Students			603			96			417			22			32			42			4
Economically Disadvantaged	NC	NC	39029	NC	NC	98	NC	NC	432	NC	NC	14	NC	NC	25	NC	NC	52	NC	NC	9
Non-Economically Disadvantaged	21	21	40981	36	36	100	448	448	462	5	5	6	19	19	13	62	62	54	14	14	27

Reading	#	Teste	ed	%	Teste	ed		MSS		%	6 FFB			% A		9	6 Met		% E	ксеес	ded
g	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ
All Students	23	23	79438	32	32	98	464	464	451	NA	NA	9	22	22	24	74	74	56	4	4	11
All Students (Prior Year)																					
Female	10	10	38775	32	32	99	ΝĀ	NA	457	NA	ΝĀ	7	ΝĀ	NA	22	NA	ΝĀ	58	NA	NA	13
Male	12	12	40560	29	29	97	466	466	446	NA	ΝĀ	12	17	17	25	75	75	54	8	8	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	NC	NC	34297	NC	NC	98	NC	NC	434	NC	NC	14	NC	NC	31	NC	NC	50	NC	NC	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	10	10	34887	24	24	98	ΝĀ	NA	471	NA	ΝĀ	4	ΝĀ	NA	15	NA	ΝĀ	63	NA	NA	18
Students with Disabilities			9588			88			416			30			32			34			5
Students without Disabilities	23	23	69850	35	35	100	464	464	456	NA	NA	7	22	22	23	74	74	59	4	4	12
Limited English Proficient Students	NC	NC	13856	NC	NC	96	NC	NC	407	NC	NC	27	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students			600			96			418			22			38			39			2
Economically Disadvantaged	NC	NC	38685	NC	NC	97	NC	NC	435	NC	NC	14	NC	NC	32	NC	NC	50	NC	NC	5
Non-Economically Disadvantaged	21	21	40753	36	36	99	468	468	467	NA	NA	5	19	19	16	76	76	62	5	5	17

Writing	#	# Teste	ed	%	Test	ed		MSS		(% FFE	3		% A		g.	% Me	t	% E	xcee	ded
······································	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ
All Students	23	23	79971	32	32	99	435	435	423	4	4	8	26	26	41	61	61	49	9	9	3
All Students (Prior Year)																					
Female	10	10	38974	32	32	99	ÑΑ	NA	437	NA	NĀ	5	ΝĀ	NA	33	NA	ÑΑ	57	ÑΑ	NA	4
Male	12	12	40895	29	29	98	419	419	410	8	8	10	33	33	47	50	50	41	8	8	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	NC	NC	34481	NC	NC	99	NC	NC	410	NC	NC	10	NC	NC	46	NC	NC	43	NC	NC	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	10	10	35150	24	24	99	NA	NA	437	NA	NA	5	NA	NA	35	NA	ΝĀ	56	ΝĀ	NA	5
Students with Disabilities			10258			94			377			23			51			25			1
Students without Disabilities	23	23	69713	35	35	100	435	435	429	4	4	5	26	26	39	61	61	52	9	9	3
Limited English Proficient Students	NC	NC	13985	NC	NC	97	NC	NC	382	NC	NC	18	NC	NC	54	NC	NC	27	NC	NC	0
Migrant Students			608			97			389			16			50			33			0
Economically Disadvantaged	NC	NC	38994	NC	NC	98	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	41	NC	NC	1
Non-Economically Disadvantaged	21	21	40977	36	36	100	449	449	437	NA	ÑĀ	5	24	24	34	67	67	56	10	10	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 3 4th Grade

Mathematics	#	Teste	ed	%	Test	ed		MSS		%	6 FFB			% A		9	6 Met		% E	xceed	ded
	S	D	ΑZ	S	D	ΑZ	S	D	AZ	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ	S	D	AZ
All Students	36	36	80147	61	61	99	495	495	482	6	6	11	14	14	17	44	44	49	36	36	24
All Students (Prior Year)									1												
Female	16	16	39281	67	67	99	503	503	483	NA	ΝĀ	9	13	13	17	44	44	50	44	44	24
Male	20	20	40780	57	57	98	488	488	482	10	10	12	15	15	17	45	45	48	30	30	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	NC	NC	33494	NC	NC	99	NC	NC	466	NC	NC	15	NC	NC	23	NC	NC	49	NC	NC	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native			4117			96			456			19			27			46			8
White	23	23	36122	61	61	99	499	499	501	9	9	5	9	9	10	43	43	50	39	39	35
Students with Disabilities	NC	NC	10295	NC	NC	92	NC	NC	443	NC	NC	33	NC	NC	26	NC	NC	33	NC	NC	8
Students without Disabilities	33	33	69852	61	61	100	503	503	488	NA	NA	7	12	12	16	48	48	51	39	39	26
Limited English Proficient Students	NC	NC	12722	NC	NC	97	NC	NC	441	NC	NC	27	NC	NC	33	NC	NC	37	NC	NC	3
Migrant Students			622			97			454			19			30			43			8
Economically Disadvantaged	NC	NC	38371	NC	NC	97	NC	NC	465	NC	NC	15	NC	NC	23	NC	NC	49	NC	NC	13
Non-Economically Disadvantaged	30	30	41776	65	65	100	500	500	498	3	3	6	17	17	11	40	40	49	40	40	33

Reading	#	Teste	ed	%	Teste	ed		MSS		%	6 FFB			% A		%	6 Met	t	% E:	xcee	ded
Reading	S	D	AZ	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ
All Students	36	36	79686	61	61	98	499	499	470	6	6	11	14	14	24	58	58	57	22	22	8
All Students (Prior Year)																					
Female	16	16	39163	67	67	99	507	507	475	NA	ΝĀ	9	6	6	22	75	75	60	19	19	10
Male	20	20	40438	57	57	97	492	492	465	10	10	13	20	20	25	45	45	54	25	25	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	NC	NC	33299	NC	NC	98	NC	NC	452	NC	NC	17	NC	NC	32	NC	NC	47	NC	NC	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native			4087			96			446			16			38			44			2
White	23	23	35914	61	61	98	500	500	489	9	9	5	9	9	15	65	65	67	17	17	14
Students with Disabilities	NC	NC	9808	NC	NC	87	NC	NC	432	NC	NC	35	NC	NC	32	NC	NC	30	NC	NC	3
Students without Disabilities	33	33	69878	61	61	100	507	507	475	NA	ΝĀ	8	12	12	23	64	64	61	24	24	9
Limited English Proficient Students	NC	NC	12594	NC	NC	96	NC	NC	422	NC	NC	34	NC	NC	45	NC	NC	21	NC	NC	Ō
Migrant Students			611			95			439			22			39			37			2
Economically Disadvantaged	NC	NC	38095	NC	NC	97	NC	NC	452	NC	NC	17	NC	NC	32	NC	NC	48	NC	NC	3
Non-Economically Disadvantaged	30	30	41591	65	65	99	506	506	486	3	3	6	10	10	16	60	60	65	27	27	13

Writing	#	# Teste	ed	%	Teste	ed		MSS		(% FFE	3		% A		9	6 Met		% E:	ксее	ded
	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ
All Students	36	36	80372	61	61	99	504	504	475	3	3	4	14	14	30	83	83	64	NA	NA	2
All Students (Prior Year)																					
Female	16	16	39452	67	67	99	517	517	488	NA	NA	3	ÑΑ	NA	22	100	100	72	NA	NA	3
Male	20	20	40836	57	57	98	494	494	464	5	5	6	25	25	37	70	70	56	NA	NA	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	NC	NC	33608	NC	NC	99	NC	NC	462	NC	NC	6	NC	NC	36	NC	NC	57	NC	NC	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native			4128			97			464			4			39			56			1
White	23	23	36213	61	61	99	507	507	489	4	4	2	13	13	22	83	83	72	NA	NA	3
Students with Disabilities	NC	NC	10526	NC	NC	94	NC	NC	427	NC	NC	15	NC	NC	53	NC	NC	31	NC	NC	1
Students without Disabilities	33	33	69846	61	61	100	507	507	482	3	3	3	12	12	26	85	85	69	NA	NA	2
Limited English Proficient Students	NC	NC	12747	NC	NC	97	NC	NC	432	NC	NC	12	NC	NC	52	NC	NC	36	NC	NC	0
Migrant Students			621			97			452			9			40			51			0
Economically Disadvantaged	NC	NC	38521	NC	NC	98	NC	NC	461	NC	NC	6	NC	NC	38	NC	NC	55	NC	NC	1
Non-Economically Disadvantaged	30	30	41851	65	65	100	507	507	489	3	3	3	13	13	22	83	83	72	NA	NA	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 3

5th Grade

Mathematics	#	^e Teste	ed	%	Test	ed		MSS		%	6 FFB			% A		%	6 Me	t	% Ex	ксеес	ded
Matriomatios	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ
All Students	63	63	79306	98	98	99	519	519	504	5	5	13	16	16	20	56	56	49	24	24	19
All Students (Prior Year)																					
Female	33	33	38845	100	100	99	526	526	505	3	3	11	15	15	20	55	55	50	27	27	18
Male	30	30	40383	97	97	98	511	511	504	7	7	14	17	17	19	57	57	47	20	20	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	NC	NC	32673	NC	NC	99	NC	NC	487	NC	NC	18	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	38	38	36234	97	97	99	530	530	523	3	3	6	8	8	13	61	61	52	29	29	28
Students with Disabilities	NC	NC	10286	NC	NC	91	NC	NC	462	NC	NC	41	NC	NC	27	NC	NC	27	NC	NC	5
Students without Disabilities	55	55	69020	98	98	100	524	524	510	2	2	9	15	15	18	58	58	52	25	25	21
Limited English Proficient Students	NC	NC	10291	NC	NC	96	NC	NC	458	NC	NC	38	NC	NC	34	NC	NC	26	NC	NC	2
Migrant Students			630			95			478			24			27			43			6
Economically Disadvantaged	NC	NC	37437	NC	NC	97	NC	NC	486	NC	NC	19	NC	NC	26	NC	NC	46	NC	NC	9
Non-Economically Disadvantaged	57	57	41869	98	98	100	522	522	521	4	4	7	16	16	14	54	54	51	26	26	27

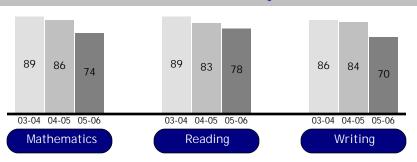
Reading	#	Teste	ed	%	Test	ed		MSS		9	6 FFB			% A		%	6 Met		% Ex	ceec	ded
3	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ
All Students	63	63	79000	98	98	98	499	499	489	6	6	10	13	13	24	70	70	58	11	11	9
All Students (Prior Year)																					
Female	33	33	38774	100	100	99	511	511	494	3	3	7	6	6	22	76	76	61	15	15	10
Male	30	30	40150	97	97	98	485	485	485	10	10	12	20	20	25	63	63	55	7	7	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	NC	NC	32508	NC	NC	98	NC	NC	472	NC	NC	15	NC	NC	33	NC	NC	49	NC	NC	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	38	38	36135	97	97	98	508	508	508	5	5	4	3	3	14	79	79	67	13	13	15
Students with Disabilities	NC	NC	9991	NC	NC	88	NC	NC	449	NC	NC	33	NC	NC	36	NC	NC	29	NC	NC	2
Students without Disabilities	55	55	69009	98	98	100	505	505	495	4	4	6	13	13	22	71	71	62	13	13	10
Limited English Proficient Students	NC	NC	10199	NC	NC	95	NC	NC	439	NC	NC	35	NC	NC	47	NC	NC	18	NC	NC	0
Migrant Students			629			95			457			22			41			37			1
Economically Disadvantaged	NC	NC	37234	NC	NC	97	NC	NC	472	NC	NC	15	NC	NC	33	NC	NC	50	NC	NC	3
Non-Economically Disadvantaged	57	57	41766	98	98	99	501	501	505	5	5	5	12	12	16	70	70	65	12	12	14

Writing	#	# Teste	ed	%	Teste	ed		MSS		(% FFE	3		% A		9,	6 Me	t	% E	xcee	ded
Witting	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ
All Students	64	64	79611	100	100	99	503	503	496	5	5	7	38	38	37	58	58	56	NA	NA	1
All Students (Prior Year)																					
Female	33	33	39016	100	100	99	519	519	511	3	3	4	24	24	29	73	73	66	ÑĀ	NA	1
Male	31	31	40519	100	100	98	485	485	482	6	6	10	52	52	44	42	42	46	ÑĀ	NA	Ō
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	Ō
Hispanic	NC	NC	32855	NC	NC	99	NC	NC	481	NC	NC	10	NC	NC	43	NC	NC	47	NC	NC	Ō
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	Ō
White	39	39	36380	100	100	99	512	512	511	3	3	4	36	36	30	62	62	65	ÑΑ	NA	1
Students with Disabilities	NC	NC	10664	NC	NC	94	NC	NC	440	NC	NC	23	NC	NC	54	NC	NC	22	NC	NC	1
Students without Disabilities	56	56	68947	100	100	100	509	509	504	4	4	4	34	34	34	63	63	61	ÑΑ	NA	1
Limited English Proficient Students	NC	NC	10362	NC	NC	97	NC	NC	438	NC	NC	22	NC	NC	57	NC	NC	21	NC	NC	NĀ
Migrant Students			636			96			467			14			47			38			ō
Economically Disadvantaged	NC	NC	37626	NC	NC	98	NC	NC	479	NC	NC	10	NC	NC	45	NC	NC	45	NC	NC	Ō
Non-Economically Disadvantaged	58	58	41985	100	100	100	504	504	511	5	5	4	33	33	30	62	62	65	NA	NA	1

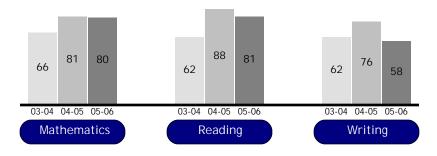
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

	Met Percent Tested?	N
	Met Test Objectives?	Υ
AYP Determination	Met Attendance Rate?	Υ
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

		:	2003-200	04 (SAT9	?)	200	04-2005	(TerraN	ova)	20	05-2006	(TerraN	ova)
Grade	Content Area	%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
	Reading	89	59	NA	58	100	46	46	47	98	44	44	46
2	Language	93	49	49	50	100	42	42	47	98	52	52	48
	Mathematics	93	65	65	64	100	49	49	50	98	46	46	52
	Reading	96	71	NA	55	99	58	58	44	32	61	61	46
3	Language	99	71	71	61	99	59	59	44	32	63	63	46
	Mathematics	99	84	84	61	99	62	62	51	32	68	68	52
	Reading	94	61	NA	56	100	64	64	48	61	65	65	52
4	Language	98	47	47	52	100	69	69	49	61	76	76	52
	Mathematics	98	51	51	61	100	70	70	53	61	73	73	58
	Reading	87	67	NA	55	100	59	59	50	100	61	61	56
5	Language	87	55	55	49	100	66	66	50	100	68	68	54
	Mathematics	87	75	75	63	100	63	63	49	100	61	61	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (- -) to indicate "no data available."

	School	Site Council					
Council Composition	3011001	one Council	Council F	Oution			
Council Composition			Council Duties				
	2 School Administrator(s)			Ü Public Relations			
1 Non-certified Employee(s	5)	ü Advisory Councils					
2 Teacher(s)			ipport General Welfar	e of School			
5 Parent(s) 0 Community Member(s)		Ü Communication					
0 Student(s)		Ü Allocation of Funds Ü Curriculum Support					
	iffing Information						
Position	Number		sition	Number			
Administrator	2.00		acher	25.00			
Other Professional Staff	3.00		acher Aide	8.00			
	f Teaching Experi						
Experience	Bachelor's	Master's	Doctorate	Other			
3 or fewer years	11	0	0	0			
4 to 6 years	4	3	0	0			
7 to 9 years	4	0	0	0			
10 or more years	3	0	0	0			
Hiç	ghly Qualified (NC	LB) School Y	ear 2004-05				
Coro acadomic classos taught by Highly Qua	lified (NCLP) teache	rc	26				
Core academic classes taught by Highly Qua	illieu (NCLB) teache	15.					
	Teachers with Emergency Certification. 1						
Percent of teachers in the school with Emergency/Provisional Certification 4%							
Percent of core classes not taught by Highly Qualified Teachers 7%							
Resources Available at School Site							
	Specia	Il Facilities					
Ü Library		Ü Multi-Pur	rpose Room				
Ü Computer Lab							
Extracurricular Activities							
Ü Mad Science		Ü Keyboard					
Ü Tumbletown Gymnastics		ü Karate					
Ü Intramural Sports	Ü Cheer/Spirit Squad						
Ü Dance		ü Kidz Art	•				
G Sanss							
Social Services							
Ü Before/After School Care Programs		U Business	Partnerships				
Ü Private Pre-Kindergarten							
Ü All-Day Kindergarten							
Ü Intergenerational Partnerships							

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- Ü 87 percent of our third grade students met or exceeded in math on the Spring AIMS assessment.
- Ü 78 percent of our third grade students met or exceeded state standards on the reading component of the Spring AIMS assessment.
- Ü 81 percent of our fifth grade students met or exceeded the standards in Math on the Spring AIMS assessment.
- Ü 80 percent of our fifth grade students met or exceeded state standards on the reading component of the Spring AIMS assessment.

Student Activity Rates for School Year 2005-06

		Arizona		
	% School	% K-6/UE	% 7-8	% 9-12/US
Attendance Rate 4	95	95	94	95
Promotion Rate 5	92	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Imagine Charter Elementary at West Gilbert practices school's fire, lock-down, and evacuation drills regularly. We have a schoolwide discipline policy to eliminate/decrease fighting, disrespectful behavior, and other safety violations. We implemented a school-wide phone alert system in case of a crisis arises. During the academic school day, visitors are required to sign in, use the fingerprint security door device, and wear visitor badges.

Total number of incidents that occurred on the school grounds for school year
2005-06 that required the intervention of local, state or federal law
enforcement (A.R.S.15-746.6):

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Linda Horner	(480) 855-2704
Transportation Policy		
Community Resources	Gilbert Chamber of Commerce	(480) 892-0056
School Nutrition Programs	Toni Bieber	(480) 855-2700
Parent Organization	Sheryl Jennings	(480) 855-2700
Student Health/Nurse	Valerie Tole	(480) 855-2700

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

- 1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.
- 2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.
- 3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to http://www.ade.az.gov/AIMS/default.asp
- 4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.
- 5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.
- 6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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Total cost of printing: 16 Pages X .0243 Per page X 400 Copies = \$156.00

^{**} If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

^{**} Due to booklet size printing, print copies are produced in multiples of 4.